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ABSTRACT

PASS (Positive Alternatives to Student Suspensions) is a Portland Public Schools program which provides a sequence of intervention strategies to improve attendance and progress of "high risk" high school students. The goal of its student, staff, parent, and community components is the reduction in the number of students suspended, or excluded, from school. This report provides summary results of the fourth year pilot PASS programs at Grant and Lincoln High Schools and presents conclusions and recommendations for the 1984-85 school year. As a result of the PASS program student suspensions at Grant and Lincoln are at an all-time low. Minority suspensions, specifically black suspensions, have decreased noticeably, but the problem of a greater percentage of minority suspensions continues. It is recommended that the PASS Program be continued and supported at the same level at these schools. Further refinement of program goals and desired outcomes is recommended. Three appendices contain 10 figures and 12 tables with descriptive statistics and diagrams. (BS)

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ED256772

EVALUATION REPORT ON "PASS"

POSITIVE ALTERNATIVES

TO

STUDENT SUSPENSIONS

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Portland, Oregon
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September 1984

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INTRODUCTION

This evaluation of the PASS pilot project conducted at Grant and Lincoln High Schools is completed at the request of the Office of Student Services.

The purpose of this document is to:

- o provide summary results of the fourth year of operation of the pilot programs conducted at Grant and Lincoln High Schools;
- o update data provided in the comprehensive Evaluation Report on PASS (Positive Alternative to Student Suspension) produced by the Research and Evaluation Department of Portland Public Schools in January of 1984;
- o present conclusions and recommendations that will assist Portland District staff in making decisions about the 1984-85 school year.

Relevant questions to be considered are:

- o What effect has the implementation of the PASS Program had on student suspensions at Grant and Lincoln High Schools?
- o Are the number of suspensions at Grant and Lincoln High Schools significantly lower than at other Portland Public High Schools?

The description of the PASS Program, statement of findings, conclusions and recommendations presented in the 1983-84 year-end report are based on meetings with the PASS coordinators and the administrator responsible for overall implementation of PASS from the Office of Student Services; analysis of data from monthly PASS room record sheets; and year-end reports submitted by the PASS Coordinators.

Because of the thoroughness of the 1984 mid-year report (January 1984), the main body of this evaluation will be short and to the point. For those who would like to review more data, Appendices A, B, and C provide updated tables and figures on PASS services and results attained. For those who seek additional information (e.g., history of PASS in the Portland District, more details on the first three years of operation), it is recommended that they obtain a copy of the January 1984 evaluation from the Research and Evaluation Department.

DESCRIPTION OF PROGRAM

PASS (Positive Alternatives to Student Suspensions) is a program designed to provide a sequence of intervention strategies that result in improved attendance and progress for high school students--specifically those individuals identified as "high risk" students. The four components of PASS are designed to develop positive approaches for:

1. preventing and resolving behavior problems;

2. providing support that will keep students working productively in the school setting.

It is expected that the implementation of the **student, staff, parent** and **community** components will result in a reduction in the number of students suspended or excluded from school.

The PASS Program at Grant and Lincoln High Schools is administered by a full-time coordinator who is responsible for:

- supervising the PASS room

- planning, coordinating and in some instances implementing activities and events related to the four program components

- working with the program aide to ensure that recordkeeping and reports are completed monthly and submitted to the Office of Student Services

The PASS coordinator is assisted by a full-time aide. A room, generally known as the "PASS room," with office space is used by the coordinator and aide for the coordination and delivery of services.

Grant and Lincoln staff work toward the attainment of the same general goals; however, the focus and details of the program are adapted to meet the needs of the student population as well as the school staff and the community. Both schools implement all four components of the PASS Program.

Student Component

General support is available to students at all grade levels through the PASS room. Students can be referred for time-out of the regular classroom or for "in-school" suspension. (The student is assigned to the PASS room to complete regular classroom assignments.)

A special effort is made to provide services to freshman students through a student survival course. In the fall of the school year, the PASS coordinator (with administrative and teacher support) provides information about student success--strategies for survival--and explains the services provided by PASS and other student programs to all freshman.

Special seminars, incentives for improved student behavior, counseling and in some instances tutoring are provided by the program to students at all grade levels.

Staff Component

Support by the PASS coordinators to the staff of Grant and Lincoln High Schools is provided through:

- o in classroom observations - observation of problematic behavior followed by a presentation reinforcing appropriate classroom behavior;
- o regular communication with staff regarding students who have been referred to the PASS Program;
- o staff development workshops or seminars;
- o teacher/staff conference initiated by PASS staff;
- o parent/staff conferences initiated by PASS staff; and
- o regular reports of PASS room and other program statistics.

Parent Component

Coordinators serve parents by scheduling conferences (or phone calls) with parents concerning student behavior; monitoring student attendance; hosting meetings, including an open house to explain and familiarize parents with the school and the goals of the PASS Program; providing parenting classes; and providing printed information on subjects of concern to parents (e.g., drugs, sex, etc.).

Community Component

Depending on the circumstances, PASS coordinators make appropriate referrals of student and families to agencies and other service providers in the community. Coordinators may initiate visitations to service agencies within the school community.

STATEMENT OF FINDINGS

The Effect of the PASS PROGRAM on Student Suspensions at Grant and Lincoln High Schools

- **Total student suspensions have been reduced** during the 1983-84 school year at both Grant and Lincoln High Schools. Student suspensions for both schools are the lowest they have been for the 1978-79 through the 1983-84 school years. (See Tables 1, 4, and 5 in Appendix B.)

- **The PASS Program serves "high risk" students.** The majority of students suspended during the 1983-84 school year had at least one contact with the PASS Program during the school year. Many students had multiple contacts. (See Tables 6 and 7 in Appendix B.)

- **Minority--specifically Black--student suspensions have been reduced.** The percentage of minority and specifically Black students was the lowest it has been at Grant and Lincoln High Schools. (See Figure 3.3 in Appendix C.)

1983-84 Student Suspensions at Grant and Lincoln High Schools Compared to the District Average

- Grant and Lincoln High Schools have the lowest student suspension rates in the District for 1983-84.

Deviation	School	Interpretation
-1.38	Grant	Student suspensions over one standard deviation below the District average.
-1.62	Lincoln	Student suspensions over one and one-half deviations below the District average.

- With the exception of Cleveland High School, Grant and Lincoln have the lowest percentage of minority students suspended during the 1983-84 school year. Suspensions for both schools are nearly one deviation below the District average (-0.89).

- Grant has the second highest Black student population in the District (second only to Jefferson High School); however, Black student suspensions were one deviation below the District average (-1.04).

Program Administration and Implementation in 1983-84

The management model for the PASS pilot program promotes communication. Consistent data reporting and monthly meeting of the administrator of the Office of Student Services with PASS coordinators provides information necessary to monitor progress and report results of the PASS Program to District staff and the community.

There is evidence that all four components of the Portland Public School PASS Program were implemented at both Grant and Lincoln High Schools during the 1983-84 school year.

- The Grant PASS Program was generally directed toward the prevention and reduction of students suspensions through the implementation of a strong student component, staff support and parent communication. (See Figure 1 in Appendix A, PASS coordinator year-end report).

- The PASS Program at Lincoln included a strong student component with a special emphasis on substance abuse and individual student counseling, staff development, and parenting classes with a student/family referral system. (See Figure 2 in Appendix A, PASS coordinator year-end report).

Information from school staff (teachers and administrators), attendance data and evaluation reports have been used by the PASS administrator and coordinators to continue to modify the program in an effort to better meet the needs of students, staff, and parents.

CONCLUSIONS

Students Suspensions at Grant and Lincoln High Schools at an All-Time Low

The extent to which the PASS pilot project has positively impacted student attendance and progress at Grant and Lincoln High Schools is not totally apparent in areas where program support centers on prevention; however, it is clear that the percentage of students suspended at Grant and Lincoln High Schools for 1983-84 school year are lower than the national average (1981-82) and lower than the 1983-84 District average. Several pieces of data lead to the conclusion that the implementation of PASS has effected lower suspension rates in the pilot schools:

- Grant and Lincoln High Schools' suspension statistics show student suspensions to be over one standard deviation below the District average--the lowest in the District.

- Minority suspension at both pilot schools are nearly one deviation below the District average.

- Black student suspensions at Grant High School for 1983-84 are over one standard deviation below the District average and Lincoln High School has the third lowest suspension rate of Black students in the District.

- PASS Room statistics show an increasing number of teacher, administrative, parent and self-referrals which supports the contention that these groups see the program as a positive alternative.

- One-third (377) of the student referrals at Grant and 10% (164) of the referrals at Lincoln are coded as "in-school" suspensions. If the PASS Program were not operating, many of these students would be excluded from school.

Progress in Reducing Minority Student Suspensions is Noteworthy But Concern Continues

Minority suspensions--specifically Black suspensions--have decreased noticeably at the Grant and Lincoln High Schools; they are below the national and District average. However, the problem of a greater precentage of minority students being suspended continues. While suspensions for all ethnic groups have been reduced, at both schools, the statistics on Black student suspension suggest that the program though successful in reducing Black student suspensions may not be capable of bringing about parity.

RECOMMENDATIONS

PASS Program at Grant and Lincoln High Schools Should be Continued.

The PASS Program being implemented at Grant and Lincoln High Schools should be continued and supported at the same level with a full-time coordinator, full-time aide and adequate space to: allow students to study and complete classwork; counsel students individually and in small groups; meet with staff or parents as necessary; and carry out other duties and responsibilities related to the PASS Program.

Goals of the PASS Program(s) Should be Further Refined.

While the overall goal--reduction of student suspensions by preventing and resolving behavior problems--is stated, the desired outcomes for specific program components should be more clearly stated. Outcomes should be stated for each program component. The treatments or activities (related to each program component) should have a rationale that is based on quantitative or descriptive data (e.g., a needs assessment that reflects concerns of staff, students, parents/community). Criteria for measuring success should be included in yearly program plans.

Long-term goals for the PASS Program should be developed in cooperation with counselors, vice-principals, department heads, and others. The relationship of the PASS Program to other support services for students should be clearly defined.

APPENDIX A

- PASS Room Statistics
- Grant 1983-84 Program Report
- Lincoln 1983-84 Program Report
- September to May PASS Room Data Analysis

FIGURE 1
Positive Alternatives to Student Suspension
PASS Room Statistics
09/83 thru 05/84

Total Number of Student Contacts 2,703

. Grant 1,099
. Lincoln 1,604

	GRANT	LINCOLN	TOTAL
Ethnic Group			
Indian	0.4	1.6	1.1
White	46.5	73.4	62.4
Black	49.3	19.9	31.9
Asian	2.5	2.1	2.3
Hispanic	1.0	0.8	0.9
Other	0.3	0.2	0.3
Grade Level			
Freshman	50.5%	27.1%	36.6%
Sophomore	28.6%	21.5%	24.4%
Junior	13.3%	25.2%	20.3%
Senior	7.4%	18.6%	14.0%
Other		0.2%*	0.1%
Sex			
Male	69.8%	38.2%	51.0%
Female	30.2%	60.8%	48.2%
Referred by			
Administrator	62.4%	33.7%	45.4%
Teacher	25.5%	10.7%	16.5%
Self	4.2%	14.0%	10.0%
Counselor	4.0%	2.3%	3.0%
Parent	2.5%	7.9%	5.7%
PASS Staff	1.0%	23.9%	14.6%
Other	0.3%	4.9%	3.0%
Reasons Referred			
Substance Abuse	3.2%	8.6%	6.4%
School Attendance	17.0%	26.9%	22.6%
Student Verbal Conflict	3.8%	1.6%	2.5%
Student Physical Conflict	5.4%	5.5%	5.4%
Staff Verbal Conflict	13.6%	4.4%	8.1%
Staff Physical Conflict	0.3%	0.7%	0.5%
Detention	0.7%	0.6%	0.6%
Problems	1.8%	31.1%	19.2%
Class Disruption	38.0%	11.9%	22.5%
Other	16.3%	9.2%	12.0%

SUMMARY STATEMENTS REGARDING THE PASS ROOM -- 1983-84

A review of the data collected by PASS Room staff reveals the following:

- 738 different students were served by PASS during 1983-84.

  -- 351 students at Grant (20.0% of the enrollment)
  -- 387 students at Lincoln (27.9% of the enrollment)

- All grade levels are served by the PASS Program.

- "School Attendance" and "Classroom Disruption" were the primary reasons students were referred to PASS.

- The majority of the students served by PASS were referred more than one time during the school year.

  -- Approximately 33.0% were referred one time.
  -- 50.0% were referred between two and five times.
  -- 10.0% were referred between six and ten times.
  -- 10.0% were referred more than ten times.

- Students' parents were contacted regarding the referral to the PASS Program about one-third of the time.

- "In-School Suspension" accounted for 20.0% of the total number of students contacts.

  -- 34.3% at Grant
  -- 10.2% at Lincoln

- "Conference" accounted for 30.3% of the total number of student contacts.

  -- 1.8% at Grant
  -- 49.9% at Lincoln

FIGURE 7

GRANT HIGH SCHOOL

1983-84 PASS PROGRAM REPORT

Individual students referred to PASS (20.0% of the enrollment) 351

Total number of student contacts 1,099

The percentage given below reflect the total number of student contacts.

Grade Level		Ethnic Make-up	
Freshman	50.5	Asian	2.2
Sophomore	28.6	Black	49.3
Junior	13.3	Hispanic	1.0
Senior	7.4	Indian	.4
		White	46.5
		Other	.3

Referral Status		Sex	
Time Out	56.6	Male	69.8
*In-School Suspension	34.3	Female	30.2
Conference	1.8		
Out of Range	7.3		

*In-School Suspension could be either one or more school days being spent in the PASS room, or a single class suspension which might have resulted in as much as a week's removal from that class.

Reasons Referred

Substance Abuse	3.2
School Attendance	17.0
Student Verbal Conflict	3.8
Student Physical Conflict	5.4
Staff Verbal Conflict	13.6
Staff Physical Conflict	0.3
Detention	0.7
Problems	1.8
Class Disruptions	38.0
Other	16.2

Student Component

A) Student Success Program - During the first weeks of school, PASS Staff (Joe Simpson) visited all freshman Global Studies classes. Presentations regarding student success and PASS Program functions were made.

B) Regular visits were made to Chapter I classes in the fall to reinforce school survival skills and appropriate behavior in class.

C) In the fall, complimentary tickets (Portland Trailblazer games and Burgerville U.S.A.) were used as student incentives for improved behavior and performance in Chapter I classes.

D) Student Survival classes - Thirteen students participated in one of two 5-week sessions. Kermit Washington was available as a guest during the first session. Students were selected who were experiencing behavior and attendance problems.

Staff Component

A) In Classroom Services - Observation of problematic behavior followed by a presentation reinforcing appropriate classroom behavior was provided at teacher's request.

B) Follow-up Contact, including notes from PASS staff regarding students visit were made to the referring teacher with copies sent to parents, counselor, dean/vice principal.

C) Parent/Staff conferences were arranged at either parent or teacher request. Conferences often resulted in attendance monitoring or referral to community agencies for counseling (i.e., drug/alcohol assessment and family services).

D) Teacher/Student conferences were held at teachers request prior to students return to classroom after having been referred to PASS. Conference function was to reinforce classroom expectations or to resolve teacher/student conflict.

Parent Component

A) Parent Contact - Phone calls to parents were made as necessary regarding student referrals. After Spring Break approximately 99.9 percent of the referrals were sent home, along with a letter inviting parents to contact PASS staff or the referring teacher if they had questions.

B) At parent request, the PASS staff monitored students' daily attendance.

C) Open House - The PASS staff hosted an Open House the evening of April 24, 1984, for parents of students seen in PASS. We provided information on summer school, night school, credit by exam, Up-Ward Bound, and tutoring resources. Also, staff contacted teachers to find out how students were progressing into the fourth quarter. This information was relayed back to parents.

Community

Referrals were made as deemed appropriate.

FIGURE 3

LINCOLN HIGH SCHOOL

P.A.S.S. PROGRAM 1983-84 ANNUAL REPORT

A summary and evaluation of P.A.S.S. services in the program's 4 components from September 1983 to May 1984.

TO: Lincoln High School Staff

FROM: Diane Smith, P.A.S.S. Coordinator

DATE: June 1984

"How can you expect to govern a country that has 246 kinds of cheese?" CHARLES DE GAULE

I. STUDENT COMPONENT

A. Services

1. A 2-day student survival course held in 16 social studies classes during September by P.A.S.S., I.S.C., and I.S. coordinators.
2. Total number of student contacts: 1,604
   a. 48 students were monitored and counseled for "time out."
   b. 164 students were monitored and counseled for "in school suspension."
   c. 955 individual student conferences were held.
3. Student reason for P.A.S.S. service:
   a. substance abuse: 138 students
   b. school attendance: 425 students
   c. student/student verbal or physical conflict: 114 students
   d. student/staff verbal or physical conflict: 81 students
   e. individual problems: 499 students
   f. class disruption: 191 students
   g. other: 156 students
4. 26 faculty-identified students were involved in a six-week support group.
5. 8 out of 25 8th graders attended an orientation support session
6. 12 students received individual tutoring for competency exams from 2 retired teacher tutors for the entire year.
7. 1,804 students served time in after-school detention (Card Room) monitored by P.A.S.S. aide. (average 13.8 daily)
8. 38 students attended 2 support seminars on Death & Dying presented by Paula Cash, R.N.

B. Summary: The faculty identification process of selecting students with special concerns or needs is an excellent process that should be continued. An earlier identification would allow more time to develop smaller support groups of common concerns. The freshman survival course was successful and could be improved by adding senior students, counselors, and administrators in the presentation. To eliminate support sessions taking students' classroom time, sessions could be scheduled during Monday late opening, lunch, and after school. The high numbers of individual conferences indicate a need for small group support sessions in the areas of individual problems (family problems, drugs and alcohol, and human sexuality, etc.)

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II. STAFF COMPONENT

A. Services

1. Administrators, counselors, program leaders and department heads attended a 1-day staff development workshop in August 1983 presented by Vern Jones.
2. 11 lunch meetings were held for new teacher support
3. 36 teacher-requested classroom observations were made to observe and deal with individual student behavior
4. 14 student/teacher/P.A.S.S. coordinator conferences were held to resolve student/teacher conflict
5. 11 teacher-requested classroom observations were made to work with teachers on total class behavior
6. P.A.S.S. coordinator covered class while teacher dealt with individual or group behavior
7. resources were made available to staff on student needs
8. a half-day seminar was held with counselors, P.A.S.S. coordinator, and integration services specialist to strengthen and coordinate our services.

B. Summary: Working with teachers in solving student behavior is more successful than working with just the student. Teacher information on students' behavior is vital in determining the student need or concern behind the discipline problem.

III. PARENTING COMPONENT

A. Services

1. 594 conferences or phone calls with parents concerning student behavior
2. Six 2-hour parenting classes held by West Side Youth Service Center
3. Eight 1½-hour parenting classes held by Morrison Center
4. 65 students were monitored by parents using attendance verification process
5. Printed information was made available to parents on various subjects of concerns: drugs, sex, etc.
6. Community help and agency information was made available to parents

B. Summary: Parenting classes will be scheduled earlier in the year and continue all year. Placing the attendance verification monitoring with the parents has resulted in more effective consequences and better student attendance. Parent contact and cooperation is an important factor in working with student behavior.

IV. COMMUNITY COMPONENT

A. Services

1. 319 students were referred to community agencies
   a. 73 students referred for alcohol or drug agency
   b. 48 students referred to agency dealing with human sexuality (pregnancy, rape, sexual abuse)
   c. 208 other agencies, i.e., family counseling, psychiatric needs, etc.
2. 106 students referred to alternative schools
3. 12 visitations to community agencies to gain information

B. Summary: Gaining a knowledge of available community services this year will enable the P.A.S.S. program to better use those services in next years support groups and seminars.

** Any comments, concerns, or suggestions in helping me plan for next year would be greatly appreciated. Thank you.

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FIGURE 4 POSITIVE ALTERNATIVES TO STUDENT SUSPENSION -- DATA ANALYSIS Time Period: 09-83 thru 05-84

Analysis: FREQUENCIES - TOTAL STUDENT REFERRALS

N = 2703

Grant and Lincoln			Grant High School			Lincoln High School		
SCHOOL								
. 1604 entries for Lincoln . 1099 entries for Grant			N = 1099			N = 1604		
ETHNIC								
. Indian	30	1.1%	. Indian	4	0.4%	. Indian	26	1.6%
. White	1688	62.4%	. White	511	46.5%	. White	1177	73.4%
. Black	861	31.9%	. Black	542	49.3%	. Black	319	19.9%
. Asian	62	2.3%	. Asian	28	2.5%	. Asian	34	2.1%
. Hispanic	24	0.9%	. Hispanic	11	1.0%	. Hispanic	13	0.8%
. Other	7	0.3%	. Other	3	0.3%	. Other	4	0.2%
. Out of range	31	1.1%				. Out of range	31	1.9%
SEX								
. Male	1379	51.0%	. Male	767	69.8%	. Male	612	38.2%
. Female	1304	48.2%	. Female	332	30.2%	. Female	972	60.6%
. Out of range	20	0.7%				. Out of range	20	1.2%
GRADE								
. Freshman	989	36.6%	. Freshman	555	50.5%	. Freshman	434	27.1%
. Sophomore	659	24.4%	. Sophomore	314	28.6%	. Sophomore	345	21.5%
. Junior	550	20.3%	. Junior	146	13.3%	. Junior	404	25.2%
. Senior	379	14.0%	. Senior	81	7.4%	. Senior	298	18.6%
. Other	3	0.1%	. Other	-	-	. Other	3	0.2%
. Out of range	123	4.6%	. Out of range	3	0.3%	. Out of range	120	7.5%
STUDENT STATUS								
. Resident	2055	76.0%	. Resident	852	77.5%	. Resident	1203	75.0%
. Administrative Transfer	613	22.7%	. Administrative Transfer	236	21.5%	. Administrative Transfer	377	23.5%
. Out of range	35	1.3%	. Out of range	11	1.0%	. Out of range	24	1.5%

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FIGURE 4 (Cont.) POSITIVE ALTERNATIVES TO STUDENT SUSPENSION -- DATA ANALYSIS Time Period: 09-83 thru 05-84

Analysis: FREQUENCIES - TOTAL REFERRALS

Grant and Lincoln			Grant High School			Lincoln High School		
CONTACT STATUS								
. Initial	918	34.0%	. Initial	386	35.1%	. Initial	532	33.2%
. Continuing	425	15.7%	. Continuing	340	30.9%	. Continuing	85	5.3%
. Repeat	918	34.2%	. Repeat	299	27.2%	. Repeat	619	38.6%
. Ongoing	425	15.7%	. Ongoing	74	6.7%	. Ongoing	351	21.9%
. Out of range						. Out of range	17	1.1%
TIME SPENT								
. 1 to 20 minutes	677	25.0%	. 1 to 20 minutes	149	13.6%	. 1 to 20 minutes	528	32.9%
. 1 period	1693	62.6%	. 1 period	811	73.8%	. 1 period	882	55.0%
. 2 periods	119	4.4%	. 2 periods	34	3.1%	. 2 periods	85	5.3%
. 3 periods	41	1.5%	. 3 periods	12	1.1%	. 3 periods	29	1.8%
. 4 periods	39	1.4%	. 4 periods	14	1.3%	. 4 periods	25	1.6%
. 5 periods	31	1.1%	. 5 periods	19	1.7%	. 5 periods	12	0.7%
. 6 periods	53	2.0%	. 6 periods	18	1.6%	. 6 periods	35	2.2%
. 7 periods	50	1.8%	. 7 periods	42	3.8%	. 7 periods	8	0.5%
REFERRED BY								
. Administrator	1227	45.4%	. Administrator	686	62.4%	. Administrator	541	33.7%
. Teacher	447	16.5%	. Teacher	280	25.5%	. Teacher	167	10.7%
. Self	271	10.0%	. Self	46	4.2%	. Self	225	14.0%
. Counselor	81	3.0%	. Counselor	44	4.0%	. Counselor	37	2.3%
. Parent	154	5.7%	. Parent	27	2.5%	. Parent	127	7.9%
. PASS Staff	395	14.6%	. PASS Staff	11	1.0%	. PASS Staff	384	23.9%
. Other	81	3.0%	. Other	3	0.3%	. Other	78	4.9%
. Out of range	47	1.7%	. Out of range	2	0.2%	. Out of range	45	2.8%

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POSITIVE ALTERNATIVES TO STUDENT SUSPENSION -- DATA ANALYSIS Time Period: 09-83 thru 05-84

FIGURE 4 (Cont.) Analysis: FREQUENCIES - TOTAL STUDENT REFERRALS

Grant and Lincoln			Grant High School			Lincoln High School		
REASON								
. Substance Abuse	173	6.4%	. Substance Abuse	35	3.2%	. Substance Abuse	138	8.6%
. School Attendance	612	22.6%	. School Attendance	187	17.0%	. School Attendance	425	26.9%
. Student Verbal	68	2.5%	. Student Verbal	42	3.8%	. Student Verbal	26	1.6%
. Student Physical	147	5.4%	. Student Physical	59	5.4%	. Student Physical	88	5.5%
. Staff Verbal	219	8.1%	. Staff Verbal	149	13.6%	. Staff Verbal	70	4.4%
. Staff Physical	14	0.5%	. Staff Physical	3	0.3%	. Staff Physical	11	0.7%
. Detention	17	0.6%	. Detention	8	0.7%	. Detention	9	0.6%
. Problems	519	19.2%	. Problems	20	1.8%	. Problems	499	31.1%
. Class Disruption	609	22.5%	. Class Disruption	418	38.0%	. Class Disruption	191	11.9%
. Other	325	12.0%	. Other	178	16.2%	. Other	147	9.2%
REFERRAL STATUS								
. Time Out	1107	41.0%	. Time Out	622	56.6%	. Time Out	485	30.2%
. In-School Suspension	541	20.0%	. In-School Suspension	377	34.3%	. In-School Suspension	164	10.2%
. Conference	820	30.3%	. Conference	20	1.8%	. Conference	800	49.9%
. Out of range	235	8.7%	. Out of range	80	7.3%	. Out of range	155	9.7%
RETURNED TO CLASS								
. Yes	1895	70.1%	. Yes	580	52.8%	. Yes	1315	82.0%
. No	719	26.6%	. No	444	40.4%	. No	275	17.1%
. Out of range	89	3.3%	. Out of range	75	6.8%	. Out of range	14	0.9%
PARENT CONTACT								
. Yes	909	33.6%	. Yes	315	28.7%	. Yes	594	37.0%
. No	1764	65.3%	. No	772	70.2%	. No	992	61.8%
. Out of range	30	1.1%	. Out of range	12	1.1%	. Out of range	18	1.1%

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POSITIVE ALTERNATIVES TO STUDENT SUSPENSION -- DATA ANALYSIS Time Period: 09-83 thru 05-84

FIGURE 4 (Cont.) Analysis: FREQUENCIES - TOTAL STUDENT REFERRALS

Grant and Lincoln			Grant High School			Lincoln High School		
CONFERENCE WITH STAFF								
. Yes	1278	47.3%	. Yes	410	37.3%	. Yes	868	54.6%
. No	1397	51.7%	. No	675	61.4%	. No	722	45.0%
. Out of range	28	1.0%	. Out of range	14	1.3%	. Out of range	14	0.9%
STUDENT CONTRACT								
. Yes	727	26.9%	. Yes	110	10.0%	. Yes	617	38.5%
. No	1939	71.7%	. No	979	89.1%	. No	960	59.9%
. Out of range	37	1.4%	. Out of range	10	0.9%	. Out of range	27	1.7%
STUDENT REFERRAL								
. Agency	325	12.0%	. Agency	6	0.5%	. Agency	319	19.9%
. Alternative Program	117	4.3%	. Alternative Program	11	1.0%	. Alternative Program	106	6.6%
. Other			. Other	1	0.1%	. Other	45	2.8%
. Out of range	46	1.7%	. Out of range	1081	98.4%	. Out of range	1134	70.7%

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APPENDIX B

Table 1	High School Suspensions Deviation from District Average 1980-81 through 1983-84
Table 2	Enrollment, Suspension Ratio and Deviation by School
Table 3	Minority/Black Suspensions and Black Enrollment Deviations by School
Table 4	Grant Student Suspensions
Table 5	Lincoln Student Suspensions
Table 6	Number of Contacts Students Suspended in 1983-84 had with Grant High School PASS Program
Table 7	Number of Contacts Students Suspended in 1983-84 had with Lincoln High School PASS Program
Table 8	Number of Contacts Students Suspended in 1983-84 had with the Grant High School PASS Program
Table 9	Number of Contacts Students Suspended in 1983-84 had with the Lincoln High School PASS Program
Table 10	1983-84 Early Leaver Rate

TABLE 1

HIGH SCHOOL SUSPENSION RATE
DEVIATION FROM DISTRICT AVERAGE

SCHOOL	1980-81	1981-82	1982-83	1983-84
Benson	-1.51	-0.88	-0.24	-0.03
Cleveland	-0.16	-1.17	+0.25	-0.48
Franklin	+0.29	+0.23	-1.98	+0.87
Grant	+0.79	+0.16	-0.10	-1.38
Jefferson	+1.54	-0.14	+0.85	+0.66
Lincoln	-0.19	-0.98	+1.19	-1.62
Madison	-0.80	-0.49	+0.36	+1.23
Marshall	+0.09	+1.89	+0.19	+1.36
Roosevelt	-0.70	+1.71	+1.75	+0.21
Wilson	-1.35	-0.31	-0.75	-0.81
	Mean = 16.52 SD = 6.29	Mean = 15.50 SD = 8.64	Mean = 13.23 SD = 5.51	Mean = 6.18 SD = 2.45

. Grant and Lincoln suspension -1.38 to -1.62 standard deviations below District average.

TABLE 2

ENROLLMENT, SUSPENSION RATIO AND
DEVIATION BY SCHOOL

School	Enrollment	Suspension	Ratio*	Deviation
Benson	1,583	97	6.1	-0.03
Cleveland	1,395	71	5.0	-0.48
Franklin	1,501	125	8.3	+0.87
Grant	1,756	50	2.8	-1.38
Jefferson	1,427	112	7.8	+0.66
Lincoln	1,385	31	2.2	-1.62
Madison	1,561	144	9.2	+1.23
Marshall	1,190	114	9.5	+1.36
Roosevelt	1,142	77	6.7	+0.21
Wilson	1,880	80	4.2	-0.81

TABLE 3

MINORITY/BLACK SUSPENSION AND BLACK ENROLLMENT RATIO AND
DEVIATION BY SCHOOL

School	Minority Suspension Ratio*	Minority Suspension Deviation	Black Suspension Ratio*	Black Suspension Deviation	Black Enrollment Ratio*	Black Enrollment Deviation
Benson	5.6	-0.50	8.1	-0.78	13.9	-0.04
Cleveland	4.0	-1.07	8.8	-0.69	5.7	-0.72
Franklin	4.3	-0.96	17.0	+0.42	2.7	-1.00
Grant	4.5	-0.89	6.2	-1.04	25.9	+1.15
Jefferson	11.7	+1.68	14.2	+0.04	39.9	+2.44
Lincoln	4.5	-0.89	8.3	-0.76	11.3	-0.20
Madison	10.3	+1.18	18.8	+0.66	14.6	+0.10
Marshall	8.1	+0.40	14.9	+0.14	6.1	-0.69
Roosevelt	10.6	+1.29	32.6	+2.52	7.8	-0.53
Wilson	6.3	-0.25	10.5	-0.46	7.1	-0.59
	Mean = 6.99 SD = 2.80		Mean = 13.9 SD = 7.4		Mean = 13.5 SD = 10.8	

*Number per each hundred students.

TABLE 4

GRANT STUDENT SUSPENSIONS

Category	Years Prior to PASS		PASS Years			
	78-79	79-80	80-81	81-82	82-83	83-84
School Attendance	96	26	23	3	24	11
Behavior with Students	20	37	69	56	34	10
Behavior with Staff	15	28	28	22	8	9
Unacceptable Individual Behavior	61	40	24	35	33	10
Criminal Behavior	5	12	6	13	8	10
Total	197	143	150	129	107	50

TABLE 5

LINCOLN STUDENT SUSPENSIONS

Category	Years Prior to PASS		PASS Years			
	78-79	79-80	80-81	81-82	82-83	83-84
School Attendance	5	3	2	1	-	7
Behavior with Students	21	12	17	17	18	6
Behavior with Staff	14	14	5	6	18	1
Unacceptable Individual Behavior	11	31	13	19	12	13
Criminal Behavior	22	3	12	6	16	4
Total	73	63	49	49	64	31

TABLE 6

NUMBER OF CONTACTS STUDENTS SUSPENDED IN 1983-84 HAD WITH THE GRANT HIGH SCHOOL PASS PROGRAM

Suspension Category	Number of Student Contacts with the PASS Program					Total No. Student Contacts	Students Not Contacted
	1	2-5	6-10	11-15	Over 15		
School Attendance	1	2	-	-	-	3	8
Behavior with Students	4	2	-	2	-	8	2
Behavior with Staff	3	4	1	-	-	8	2
Unacceptable Individual Behavior	2	4	1	-	-	7	3
Criminal Behavior	1	2	-	-	-	3	6
Total Students Contacted	11	14	2	2	-	29	21

- o 58% (29 out of 50) of the students suspended had at least one contact with the PASS Program.
- o 22% (11 out of 50) students had more than one contact with the PASS Program.

TABLE 7

NUMBER OF CONTACTS STUDENTS SUSPENDED IN 1983-84 HAD WITH THE LINCOLN HIGH SCHOOL PASS PROGRAM

Suspension Category	Number of Student Contacts with the PASS Program					Total No. Student Contacts	Students Not Contacted
	1	2-5	6-10	11-15	Over 15		
School Attendance	2	2	-	1	-	5	1
Behavior with Students	-	2	1	1	1	5	1
Behavior with Staff	-	-	-	-	1	1	-
Unacceptable Individual Behavior	3	5	1	-	-	9	5
Criminal Behavior	-	-	1	-	2	3	1
Total Students Contacted	5	9	3	2	4	23	8

- 74% (23 out of 31) of the students suspended had at least one contact with the PASS Program.
- 58% (18 out of 31) had more than one contact with the PASS Program.

TABLE 8

NUMBER OF CONTACTS STUDENTS SUSPENDED IN 1983-84 HAD WITH THE GRANT HIGH SCHOOL PASS PROGRAM

Suspension Category	Number of Student Contacts with the PASS Program						Total No. Student Contacts	Students Not Contacted
	1	2	3	4	5	Over 5		
School Attendance	1				2		3	8
Behavior with Students	4		1		1	2	8	2
Behavior with Staff	3	2	1	1		1	8	2
Unacceptable Individual Behavior	2	3			1	1	7	3
Criminal Behavior	1	2					3	6
Total Students Contacted	11	7	2	1	4	4	29	21

- 8% of the students suspended had over 5 contacts with the PASS Program during the 1983-84 school year.

TABLE 9

NUMBER OF CONTACTS STUDENTS SUSPENDED IN 1983-84 HAD WITH THE LINCOLN HIGH SCHOOL PASS PROGRAM

Suspension Category	Number of Student Contacts with the PASS Program						Total No. Student Contacts	Students Not Contacted
	1	2	3	4	5	Over 5		
School Attendance	2	1	1			1	5	1
Behavior with Students			1		1	3	5	1
Behavior with Staff						1	1	-
Unacceptable Individual Behavior	3	1	2	1	1	1	9	5
Criminal Behavior						3	3	1
Total Students Contacted	5	2	4	1	2	9	23	8

- Nearly 30% of the students suspended had more than 5 contacts with the PASS Program during the 1983-84 school year.

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TABLE 10

1983-84 EARLY LEAVER RATE

SCHOOL	Early Leaver Rate	Deviation
Benson	0.1	-1.52
Cleveland	5.3	-0.50
Franklin	8.6	+0.14
Grant	8.2	+0.06
Jefferson	7.4	-0.09
Lincoln	4.3	-0.70
Madison	8.8	+0.18
Marshall	12.2	+0.84
Roosevelt	20.0	+2.36
Wilson	3.9	-0.78

Mean = 7.88
SD = 5.13

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APPENDIX C

1983-84 Update of Tables and Figures Appearing in January 1984 PASS Evaluation

TABLE 4.1

GRANT STUDENT SUSPENSIONS BY REASON

REASON CATEGORY	CODE	YEAR/COUNT 78-79	79-80	80-81	81-82	82-83	83-84
SCHOOL ATTENDANCE							
Truancy	10	8	4	7		14	1
Cutting Class	12	77	19	13	1	7	10
Forged Signature	14	6	1	3	1	2	
Tardiness	11	1				1	
Leaving Class W/O Permission	13		1				
Leave Campus W/O Permission	15	4					
Other	19		1		1	1	
BEHAVIOR WITH OTHER STUDENTS							
Assault (Unprovoked)	20		7	7	12	8	3
Profanity at Other Student	22	2	1	1	3		
Destruction Student Property	24						
Fighting	21	16	25	53	36	20	6
Improper Handling	23	2			2		
Threat-Intim-Harass	25		4	8	2	4	
Other	29					1	1
BEHAVIOR WITH STAFF							
Assault (Unprovoked)	30		4	1	1		
Abusive Language-Profanity	32	6	2	7	2	2	2
Insubordination	34	8	17	17	13	2	2
Destruction Staff Property	36			1			1
Other	38						2
Threatening Language	31	1	3	1	1	1	1
Disrespect-Harassment	33			1	3	2	
Disruption on Bus	35						
Disruption of Class	37		2		2	1	1
Other	39						
UNACCEPTABLE INDIVIDUAL BEHAVIOR							
Drugs (Use-Possession)	40	18	27	13	22	14	8
Alcohol (Under Influence)	42	7	1	3		10	1
Profanity	44		4	1			
Disruptive Behavior	46		2	1	1	2	1
Drugs (Sale-Distribution)	41		1	2	2		
Cigarettes/Smoking	43	35	3	2	6	3	
Loss of Self-Control	45	1	2	1	2	1	
In Off-Limits Area	47			1	3	1	
Other	49					2	
CRIMINAL BEHAVIOR							
Theft/Robbery	50	1	2		7	3	5
Extortion	52					1	
Vandalism	54	1	6				
Weapons	56	1	1	2	3	2	1
Gambling	51		1	2			
Trespassing	53						
Arson	55						1
Firecrackers	57	2		2		1	
Other	59		2		3	1	3
TOTAL		197	143	145	129	107	50

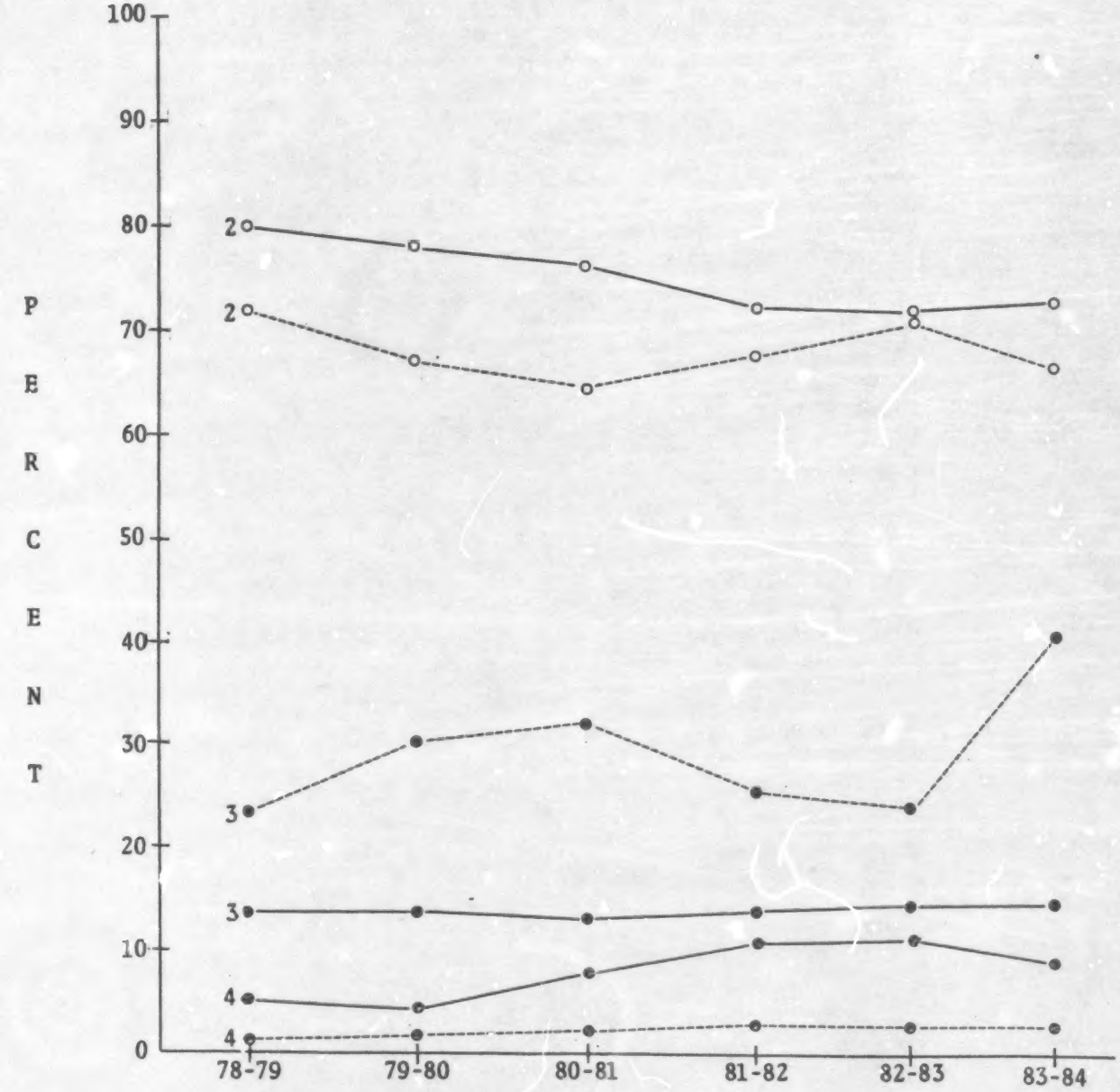
TABLE 4.2

LINCOLN STUDENT SUSPENSIONS BY REASON

REASON CATEGORY	CODE	YEAR/COUNT 78-79	79-80	80-81	81-82	82-83	83-84
SCHOOL ATTENDANCE							
Truancy	10	2			1		7
Cutting Class	12		2				
Forged Signature	14	3					
Tardiness	11						
Leaving Class W/O Permission	13						
Leave Campus W/O Permission	15			2			
Other	19						
BEHAVIOR WITH OTHER STUDENTS							
Assault (Unprovoked)	20	7			2	1	1
Profanity at Other Student	22			3			
Destruction Student Property	24						
Fighting	21	14	11	14	15	14	4
Improper Handling	23						
Threat-Intim-Harass	25		1			3	
Other	29						1
BEHAVIOR WITH STAFF							
Assault (Unprovoked)	30						
Abusive Language-Profanity	32		2	1			
Insubordination	34	12	12	4	2	17	1
Destruction Staff Property	36						
Other	38						
Threatening Language	31						
Disrespect-Harassment	33				3	1	
Disruption on Bus	35						
Disruption of Class	37	2			1		
Other	39						
UNACCEPTABLE INDIVIDUAL BEHAVIOR							
Drugs (Use-Possession)	40	5	10	7	4	3	2
Alcohol (Under Influence)	42	2	8	1	10	4	7
Profanity	44					1	
Disruptive Behavior	46			3	3		1
Drugs (Sale-Distribution)	41						
Cigarettes/Smoking	43	3	13				2
Loss of Self-Control	45	1					
In Off-Limits Area	47			1			
Other	49			1	2	4	1
CRIMINAL BEHAVIOR							
Theft/Robbery	50	5	2	4	5	8	3
Extortion	52						
Vandalism	54	5	1	3			1
Weapons	56			1	1		
Gambling	51						
Trespassing	53	12				1	
Arson	55						
Firecrackers	57						
Other	59			4			1
TOTAL		73	63	49	49	64	31

FIGURE 4.1

PERCENTAGE OF HIGH SCHOOL POPULATION VS. PERCENTAGE OF STUDENT SUSPENSION POPULATION



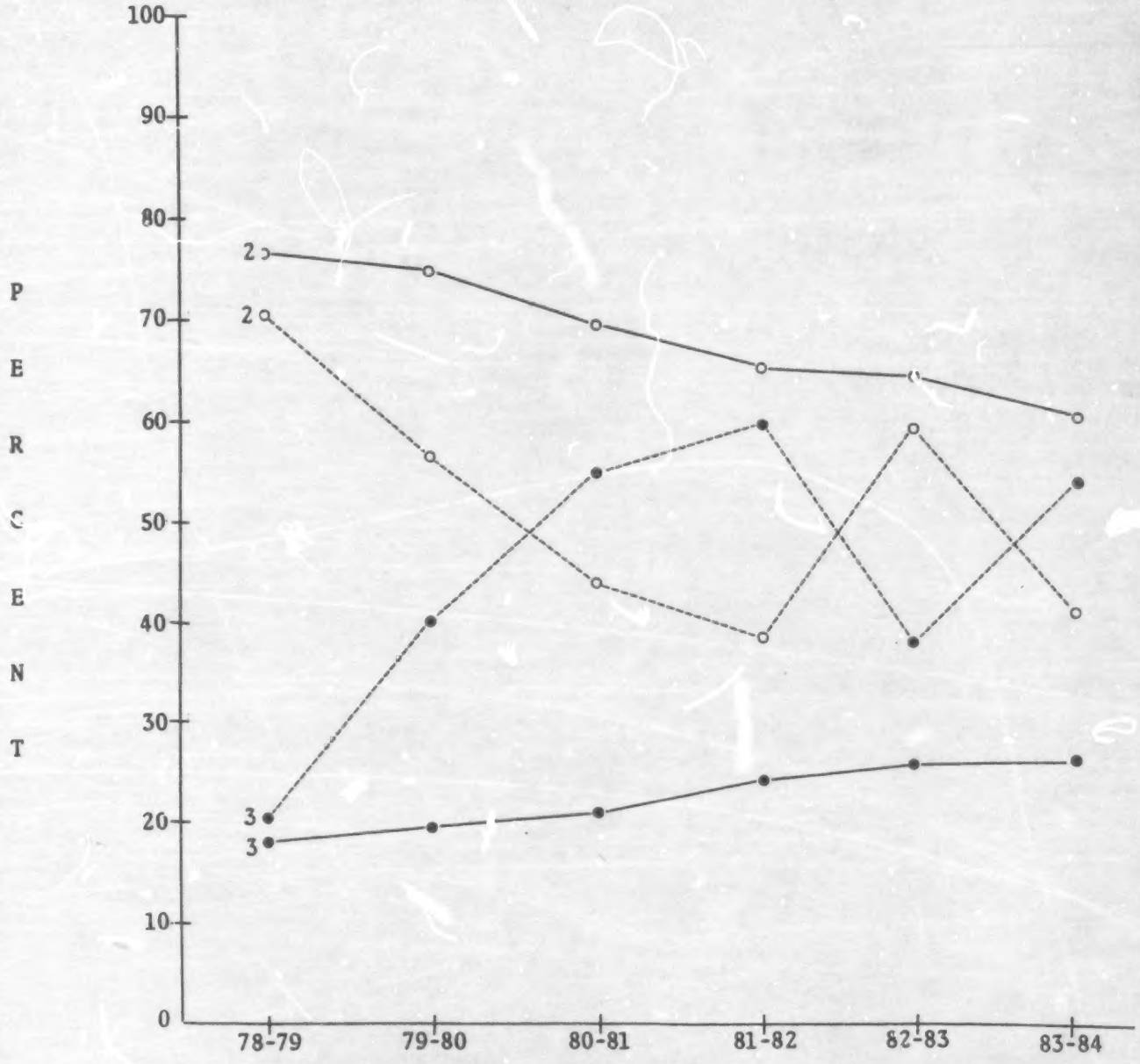
- - - - - = % of High School Suspended Population

_____ = % of the Total High School Population

2 = White High School Students
3 = Black High School Students
4 = Asian High School Students

FIGURE 4.2

PERCENTAGE OF GRANT HIGH SCHOOL POPULATION VS. PERCENTAGE OF STUDENT SUSPENSION POPULATION



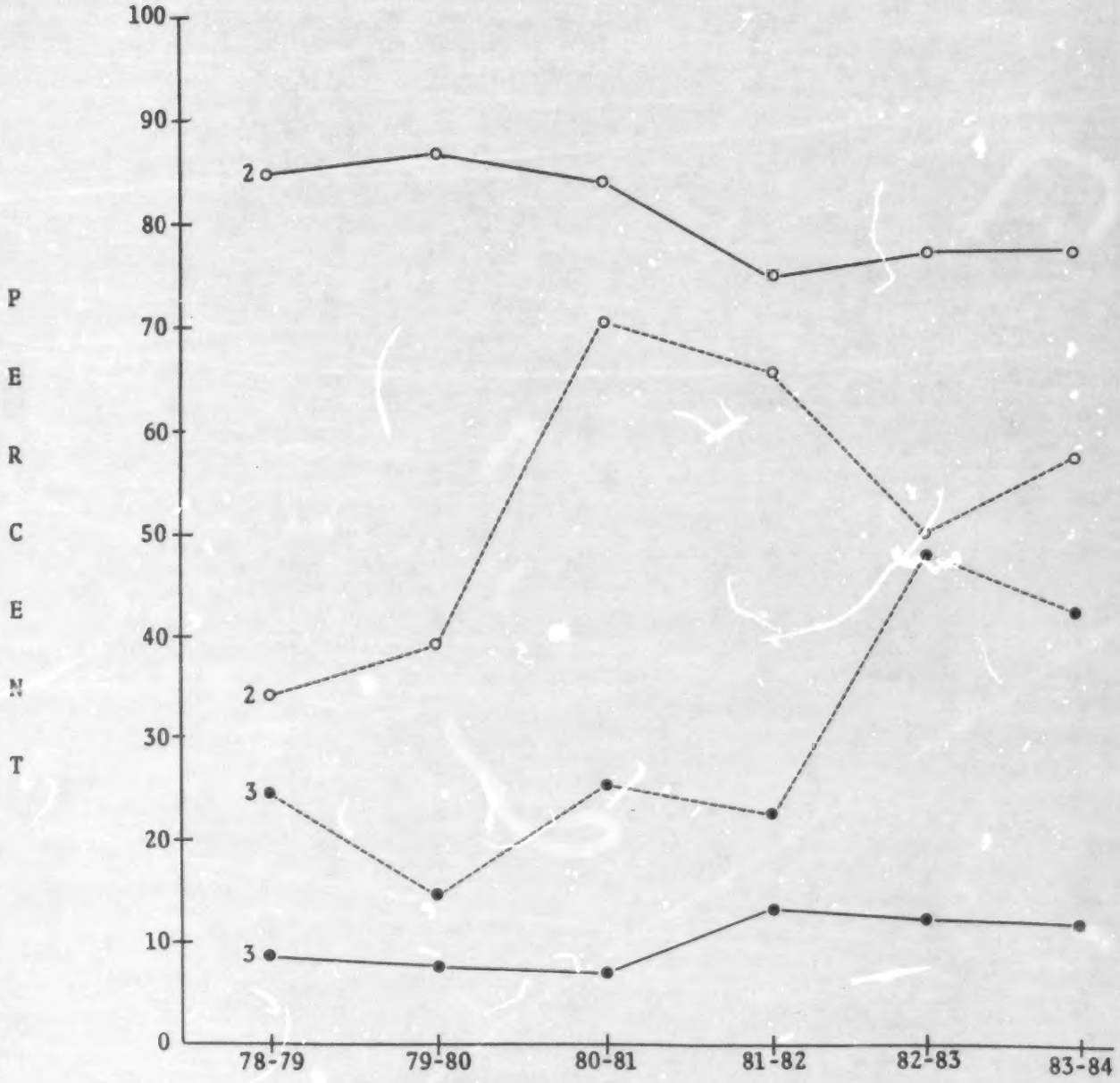
- - - - - = % of Grant High School Suspended Population

——— = % of Grant High School

3 = Black Students
2 = White Students

FIGURE 4.3

PERCENTAGE OF LINCOLN HIGH SCHOOL POPULATION VS. PERCENTAGE OF STUDENT SUSPENSION POPULATION



- - - - - = % of Lincoln High School Suspended Population

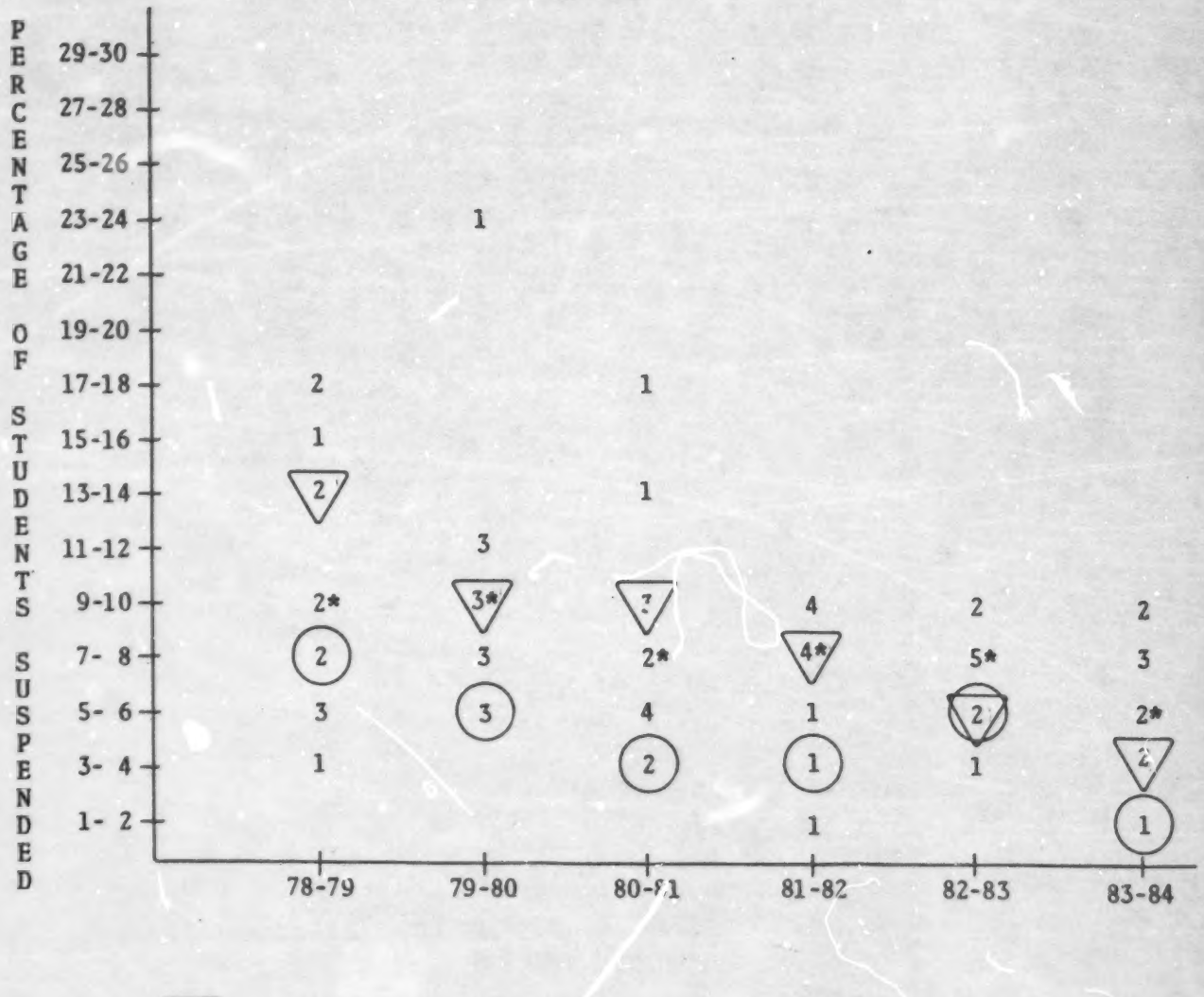
——— = % of Lincoln High School

3 = Black Students
2 = White Students

Figure 3.1

Number of Schools Falling in
Percentage of Students Suspended Category

Total Population



= Grant High school included in category

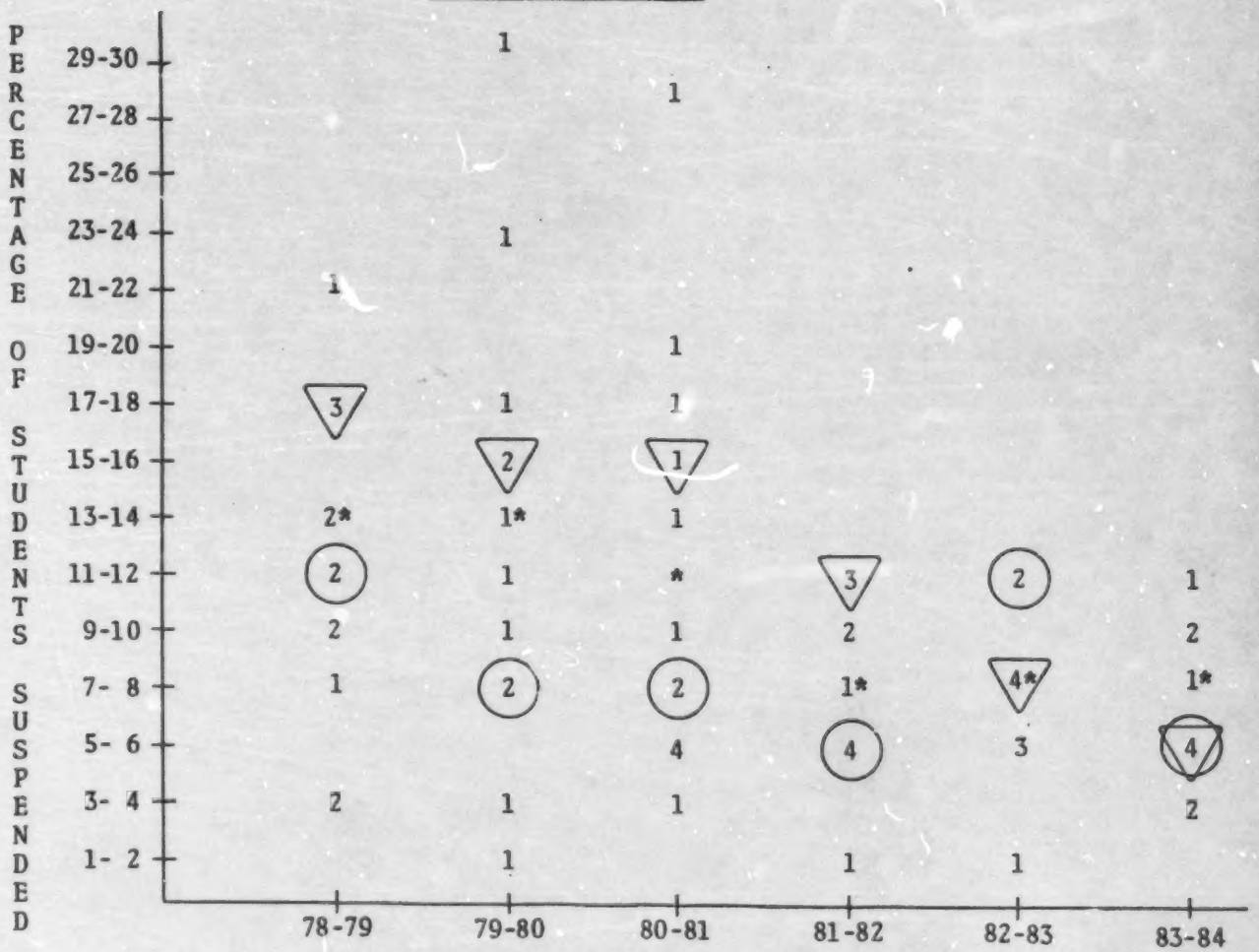
= Lincoln High school included in category

* = District average

Figure 3.2

Number of Schools Falling in
Percentage of Students Suspended Category

Minority Population



= Grant High school included in category

= Lincoln High school included in category

* = District average

Figure 3.3

Number of Schools Falling in
Percentage of Students Suspended Category

Black Population